



	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Objective: To recognise their personal strengths and how this affects their self-confidence and self-esteem</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Communicate feelings and ideas in simple phrases. S8 Be sensitive to the needs and feelings of others and show respect for themselves and others.</p> <p>Core: S9 Identify and name some feelings. S10 Express some of their positive qualities. S11 Demonstrate that they recognise their own worth and that of others.</p> <p>Extension: S12 Identify some factors that affect emotional health and well being. S13 Demonstrate respect for differences between people. S14 They can demonstrate effective ways of resisting negative peer pressure, including from their peers.</p> <p>LOtC: could demonstrate some personal strengths – e.g. goal scoring on the playground.</p> <p>SMSC Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful</p> <p>Using IT: research characters in TMV or AF.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Choose a character from The Merchant of Venice or Anne Frank. What were their personal strengths? What are our personal strengths? Students could make a list of their strengths, 	<p>Objective: To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Communicate feelings and ideas in simple phrases. S8 Be sensitive to the needs and feelings of others and show respect for themselves and others.</p> <p>Core: S9 Identify and name some feelings. S10 Express some of their positive qualities. S11 Demonstrate that they recognise their own worth and that of others.</p> <p>Extension: S12 Identify some factors that affect emotional health and well being. S13 Demonstrate respect for differences between people. S14 They can demonstrate effective ways of resisting negative peer pressure, including from their peers.</p> <p>LOtC: play a team game and talk about our friends strengths.</p> <p>SMSC Encouraging pupils to reflect and learn from reflection.</p> <p>Using IT: write a school report for ourselves.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Review our strengths. Students could write their name in the centre of a piece of paper – circulate it around the group with other students adding things that they like about them. How does know what our friends think about us make us feel. 	<p>Objective: To be able to accept helpful feedback or reject unhelpful criticism</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Communicate feelings and ideas in simple phrases. S8 Be sensitive to the needs and feelings of others and show respect for themselves and others.</p> <p>Core: S9 Identify and name some feelings. S10 Express some of their positive qualities. S11 Demonstrate that they recognise their own worth and that of others.</p> <p>Extension: S12 Identify some factors that affect emotional health and well being. S13 Demonstrate respect for differences between people. S14 They can demonstrate effective ways of resisting negative peer pressure, including from their peers.</p> <p>LOtC:</p> <p>SMSC Encouraging pupils to reflect and learn from reflection.</p> <p>Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> How do we decide who to listen to? Discuss ideas. What do we do if someone says something unpleasant to us? What was life like for a character in TMV/Anne Frank when people were being unkind to him/her? 	<p>Objective: To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Communicate feelings and ideas in simple phrases. S8 Be sensitive to the needs and feelings of others and show respect for themselves and others.</p> <p>Core: S9 Identify and name some feelings. S10 Express some of their positive qualities. S11 Demonstrate that they recognise their own worth and that of others.</p> <p>Extension: S12 Identify some factors that affect emotional health and well being. S13 Demonstrate respect for differences between people. S14 They can demonstrate effective ways of resisting negative peer pressure, including from their peers.</p> <p>LOtC:</p> <p>SMSC Encouraging pupils to reflect and learn from reflection.</p> <p>Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> What makes us feel good about ourselves? Look at Maslow's hierarchy of needs. Explain how it works. Students to apply it to a character from TMV or Anne Frank. 	<p>Objective: To understand the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>Success Criteria: I can</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Show some consideration of the needs and feelings of other people. S8 Understand agreed codes of behaviour which help groups of people work together.</p> <p>Core: S9 Recognise the effect of their behaviour on other people. S10 Explain how their actions have consequences for themselves & others. S11 They can identify different types of relationship and can show ways to maintain good relationships.</p> <p>Extension: S12 Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well-being. S13 They demonstrate respect for differences between people. S14 They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer).</p> <p>LOtC:</p> <p>SMSC SMSC Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful</p> <p>Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> What groups do we belong to? Make a spider diagram. Do they all have the same rules and expectations? Do we behave in the same way in all the groups we belong to? Is it important to feel like we belong to some groups? What happens when groups change/we change?
	<p>Week 6</p> <p>Objective: To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise.</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Show some consideration of the needs and feelings of other people. S8 Understand agreed codes of behaviour which help groups of people work together.</p> <p>Core: S9 Recognise the effect of their behaviour on other people. S10 Explain how their actions have consequences for themselves & others. S11 They can identify different types of relationship and can show ways to maintain good relationships.</p> <p>Extension: S12 Make judgements and decisions and list some ways of resisting negative peer</p>	<p>Week 7</p> <p>Objective: To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Show some consideration of the needs and feelings of other people. S8 Understand agreed codes of behaviour which help groups of people work together.</p> <p>Core: S9 Recognise the effect of their behaviour on other people. S10 Explain how their actions have consequences for themselves & others. S11 They can identify different types of relationship and can show ways to maintain good relationships.</p> <p>Extension: S12 Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and</p>	<p>Week 8</p> <p>Objective: To explore the range of positive qualities people bring to relationships</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Show some consideration of the needs and feelings of other people. S8 Understand agreed codes of behaviour which help groups of people work together.</p> <p>Core: S9 Recognise the effect of their behaviour on other people. S10 Explain how their actions have consequences for themselves & others. S11 They can identify different types of relationship and can show ways to maintain good relationships.</p> <p>Extension: S12 Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well-being. S13 They demonstrate respect for differences between people. S14 They can discuss</p>	<p>Week 9</p> <p>Objective: To understand that the media portrayal of relationships may not reflect real life.</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Show some consideration of the needs and feelings of other people. S8 Understand agreed codes of behaviour which help groups of people work together.</p> <p>Core: S9 Recognise the effect of their behaviour on other people. S10 Explain how their actions have consequences for themselves & others. S11 They can identify different types of relationship and can show ways to maintain good relationships.</p> <p>Extension: S12 Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well-being. S13 They demonstrate respect for</p>	<p>Week 10</p> <p>Objective: To examine different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p> <p>Success Criteria: I can:</p> <p>Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Show some consideration of the needs and feelings of other people. S8 Understand agreed codes of behaviour which help groups of people work together.</p> <p>Core: S9 Recognise the effect of their behaviour on other people. S10 Explain how their actions have consequences for themselves & others. S11 They can identify different types of relationship and can show ways to maintain good relationships.</p> <p>Extension: S12 Make judgements and decisions and list some ways of resisting negative peer</p>



	<p>pressure around issues affecting their health and well-being. S13 They demonstrate respect for differences between people. S14 They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer). LOtC: SMSC Encouraging pupils to reflect and learn from reflection. Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • Divide students into small groups. Set a challenge e.g. which group can make the tallest self-supporting flag pole and flag in a fixed time period. • Talk about the skills they used in terms of objective setting, outcome planning, cooperation etc. 	<p>well-being. S13 They demonstrate respect for differences between people. S14 They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer). LOtC: SMSC Encouraging pupils to reflect and learn from reflection. Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • In pairs, one person talk while the other actively listens. After about a minute, the listener repeats everything they heard. Did they get it right? Repeat changing roles. • How can we improve our listening skills? 	<p>ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer). LOtC: SMSC Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful Using IT: presenting work as a chart. Suggested Activities:</p> <ul style="list-style-type: none"> • What do we look for in a good friend? Make a list and discuss. • What were the qualities of Anne Frank's friends and family? 	<p>differences between people. S14 They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer). LOtC: look for billboards with adverts showing positive relationships. SMSC Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful Using IT: searching for a family based advertisement. Suggested Activities:</p> <ul style="list-style-type: none"> • Watch a clip from a TV family advert. Focus on the relationship between characters. Discuss how realistic the relationship is. • Why do adverts portray relationships favourably? How do we feel if our relationships don't match up to the TV ideal? • Role play an advert with positive and less positive relationships. 	<p>pressure around issues affecting their health and well-being. S13 They demonstrate respect for differences between people. S14 They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer). LOtC: SMSC Accommodating difference and respecting the integrity of individuals Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • Talk about different kinds of relationships – e.g. son/daughter, brother/sister, friend. Do all our relationships have the same expectations? • In pairs role play different relationships – can we work out what relationship is being portrayed?
Week 11					Suggested Home Learning
	<p>Objective: To understand the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships.</p> <p>Success Criteria: Support: S6 Responds to others in group situations, playing or working cooperatively. S7 Show some consideration of the needs and feelings of other people. S8 Understand agreed codes of behaviour which help groups of people work together. Core: S9 Recognise the effect of their behaviour on other people. S10 Explain how their actions have consequences for themselves & others. S11 They can identify different types of relationship and can show ways to maintain good relationships. Extension: S12 Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well-being. S13 They demonstrate respect for differences between people. S14 They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer). LOtC: SMSC Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • Discuss the meanings of the key words. How do we know that we can trust people? What is mutual respect? How do we tell if people are being honest with us? • What factors would damage a relationship? • Role play some healthy and unhealthy relationships – work out 				<p>Talk about relationships in various forms. What makes healthy relationships?</p>



Medium Term Plan Spring 2016 Key Stage 3 Year 9 Books and Authors

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